Some of the non-medical tables would appear superfluous unless they are inserted for the purpose of enlivening the tedium of officialism by the introduction of the comic element. Appendix C, No. 29, sets forth "Statements of the actual quantities of food, medical stimulants, coal, etc., consumed"—(consumed is good)—in each district asylum during the year. "Et cetera" seems to consist chiefly of washing materials, gas, and straw. The quantity of straw "consumed," presumably for bedding, may serve as some index to the mode of treatment adopted in some asylums; but what interest can it be to anybody (except "Barrington") to know that a certain asylum consumes "976 stones Barrington XX. T.C." soap? The next table (30) details with great minuteness the articles of clothing and bedding made by the patients in district asylums during the year. It may be instructive to note, as showing the progress of culture, that many of the asylums have rejected the nasty old word "shift," and have adopted the elegant indefiniteness of the bisexual "chemise;" but it would really be more to the purpose if we were told how often these necessary, if impolite, garments are changed in the week.

Statistical tables and returns are not subjects of the same importance as much of the other work which is ready for the inspectors to take up, and which they seem rightly to recognize as being their first duty. Still, we trust that in the coming year they may have time and authority to reorganize this part of their business also.

Manual Training in Education. By C. M. Woodward, Director of the Manual Training School of Washington University, St. Louis, M.O.

Manual of Instruction for giving Swedish Movement and Massage Treatment. By Prof. Hartvig Nissen.

The object of the first-named manual is to set "forth the nature and positive value of manual training in a scheme of general education." The author begins by stating what he considers the defects of the present curriculum. One of the chief of these defects is that it is not "general education." The introduction of a new subject into the ordinary school course, to which a certain proportion of time must be given, necessitates an entire revision of the school time-table; but

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this is no disadvantage in Mr. Woodward's eyes, for he devotes a large part of his book to showing that the introduction of manual training into a school has most beneficial results on other studies. He finds that in these schools the boys do not leave at so early an age as is otherwise usual; that even those who do not intend to go to the universities, or to enter any of the learned professions, will stay on until the age of seventeen or eighteen instead of leaving at fourteen. This fact he attributes to the great interest taken by the boys in this special subject, and to the increased intelligence they throw into other studies. In speaking of the unsatisfactory and uninteresting nature of the present schools curriculum, Mr. Woodward quotes President Eliot, of Havard University: "Frequent complaints are made of overpressure in the public schools, but it is not work which causes over-fatigue as much as lack of interest and lack of conscious progress. The sense that, work as he may, he is not accomplishing anything, will tell upon the strongest adult, much more than upon a child. One hour of work in which he can take no intelligent interest will wear him out more than two hours of work in which he cannot help being interested. Now the trouble with much of the work in the present school is that it is performed by, and, inevitably uninteresting to, the childish mind. The best way to diminish strain is to increase interest, attractiveness, and the sense of achievement and growth." The manual training a boy gets in school is not special, as in the technical school; nor is its object industrial. The industrial schools do not aim so much at training the intelligence of the boys, as at producing the greatest quantity of saleable goods, by the teaching of some special trade. The scope of the whole course of manual training may be included in the expression "preparatory to specialities, without being special itself." A boy who has been through one of these schools has a much wider choice of professions than the boy who has been through one of the ordinary high schools, for he has learnt that he has hands as well as brains, and has some idea in which direction his talents and inclinations lie. Without this training a boy, as a rule, knows nothing beyond head work, and it is this one-sidedness which causes so many to become clerks and teachers, thus overstocking these professions. In answer to the question as to what manual labour is, Mr. Woodward says: "Manual training is limited to teaching and learning the use of tools, the methods of

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working materials, and the construction and use of shop drawings, where the mastery of tools, materials, and methods is the immediate end in view. The instruction and practice deals with general principles, and the forms used in exercises are as typical as possible. While in hand they are particular, definite, and precise, because every concrete exercise must be particular, however general may be the application of the ideas involved." Drawing is an essential part of the training, for every pupil must learn how to express his own ideas before executing them, and also how to interpret correctly the drawings of others.

The author devotes one chapter to the consideration of the fruits of manual training, to some of which allusion has already been made. He maintains that manual training supplies culture to boys, who from their lack of literary tastes would be uninfluenced by a purely literary course of study; and he quotes Colonel Jacobson, who says: "Manual training means not fewer, but more, ladies and gentlemen to the acre." Fourteen points are enumerated as "fruits"—too many to touch on in detail here. The most interesting from a medical point of view is the testimony produced from the boys themselves, as well as from their parents, of the improved health and spirits of many delicate pupils, as one result of their training. This effect might not be so prominent in England, where outdoor pursuits and games are so much more generally followed, than is apparently the case in America. One extract after another is given from the letters of both boys and parents testifying to the great gain the boys have derived from their training. Besides their increased interest in their school work, they have been able to hold their own in their various professions in a way otherwise impossible. Manual training takes up two hours of the day's school work, five hours are devoted to mathematics, science, and literature (or language), and one hour to drawing. For the description of the work done and of the methods followed in the "shops," we must refer our readers to the book itself.

Corresponding work for girls in the form of classes for needlework, cookery, and laundry work is incidentally mentioned. Mr. Woodward is a thorough enthusiast, and has an answer ready for all objections; and those who wish to study the subject will gain much useful information from this little book, which, as the preface tells us, is written mainly for English readers.

The object of "A Manual of Instruction for giving

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Swedish Movement and Massage Treatment," by Professor Hartvig Nissen, is threefold. First, to describe to the physician, or his operator, a certain number of manipulations and movements, which may be applied without specially skilled labour; secondly, to remove the ignorance and prejudices of those who would class the whole treatment as "humbug;" and thirdly, to show that the "Swedish movement cure," to which massage is a valuable adjunct, is a thing apart from active gymnastics. This manual will not be of much use to a person having no previous practical knowledge, but one who has learnt to use his hands without much theoretical training will find a good deal of valuable information and assistance in these pages. The author insists with great earnestness on the fact that "massage" is only a part of the passive movements, and constitutes a very small portion of the Swedish treatment. The term "Passive Movements" sounds at first somewhat anomalous, but the term is explained as including "all movements performed by the physician upon the patient, the latter remaining passive." These movements include rubbings, pressures, vibrations, etc., as well as rotations, bendings, stretchings, and so on of the whole limb or a part. The writer points out the fact that whilst many physicians think that there may be something in it, they do not always take the trouble to find out whether the person they employ is properly qualified, or only "an old auntie" who has rubbed a little and thinks she can rub more without further instruction. Several prescriptions are given, which form a very good guide to the beginner. All the exercises described can be performed without the aid of special apparatus—a great convenience where the treatment has to be carried on in the patient's room. The use of mechanism instead of the human hand is only touched upon. Vibratory movements, being most exhaustive to the operator as well as beneficial to the patient, might be more widely utilized by using a machine such as the one mentioned. Some cases are referred to in detail at the end, the signal success of which should be a great encouragement to those desirous of trying the system on their own persons or on others. Space will not permit us to quote more than one of these. "A gentleman, thirty years old, sprained his right ankle by a fall, and had been on crutches for eight months, when he came to us for treatment, May, 1883. There was no flexibility of the ankle, which was very tender and swollen. After six weeks' treatment once a day the patient was cured."

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